



# Positive Behaviour Programme

## Active & Reactive Strategies

**Student name:** .....

**Date:** December 2011

**Staff planning program:**

Monika & Class 7 Team

**Aims of this programme:**

To reduce the number of incidents when ... hits, grabs, scratches, bites, throw objects, tips tables or head butts

**Indications of aim being met:**

Number of incidents reduced.

**Date for review of this program:**

May/June 2012

**With:** Monika & Class 7 team

**Staff responsible for carrying out programme:**

All staff in the centre that are in contact with Sam.

**Reactive Response: Physical intervention & trained staff:**

- All staff at Post-16 received MAYBO training in November.



# Positive Behaviour Programmes

STUDENT	DATE
.....	December 2011

<b>THE HAZARD e.g.: the challenging behaviour</b>
Hitting, kicking, grabbing and pulling, scratching, biting, head butting.
<b>ACTION TO BE TAKEN e.g.: staff response</b>
<p><b>Active Responses:</b></p> <p>Any sign of behaviour say “..... Stop” if ... does not stop say again “..... Stop” and move yourself away from him. From a safe distance tell .... he will be ignored for 3 mins. Explain that you don’t like this behaviour, you got hurt and that someone will speak to him after 3 mins. If ..... throws things, tips chairs or tables make sure all the students are removed from the vicinity. Leave the items on the floor, they will be cleared after 3 mins, after someone spoke to ... (unless hazardous e.g. spillage).          If you are hurt (i.e. bitten, head butted, scratched, etc) ask for help to be relieved and get first aid.          No student to shake .....’s hand during the registration time as recently there has been an incident of ..... biting student’s hand.</p> <p><b>Reactive Response – Physical Intervention:</b></p> <p>If ..... is very distressed and does not stop any of the listed behaviours above remove ... from group until he calms down explaining it to him (using Makaton signs and very basic language). If that is not possible remove the rest of the group until ..... calms down.</p>
<b>AIM OF ACTION TAKEN</b>
<p>To provide a safe environment for other students and staff.</p> <p>For ..... to understand that those behaviours are not acceptable.</p>
<b>SUBSEQUENT ACTION TO BE TAKEN</b>
..... to join in lessons ASAP once he is calm. The length will depend on the context.



# Positive Behaviour Programme

## PROACTIVE BEHAVIOUR SUPPORT PREVENTATIVE GUIDELINES

**STUDENT:** .....

**DATE:** December 2011

### **COMMUNICATION:**

Reduce vocabulary used when talking to ....., making sure only one person talks to him.

..... communicates by using Makaton signs i.e. water, school, home, waiting/relax, mum, dinner, more, toilet... If he does not have the sign he will say 'yes' or 'no'.

If ..... is not understood by staff he will try to make himself understood by persevering and keeping telling staff what he wants, however he may get frustrated at any point.

..... understands simple instructions containing 1 or 2 key words.

### **CHOICES:**

..... makes clear and meaningful choices. He makes his choices by saying 'yes' or 'no' using his index finger.

### **PHYSICAL NEEDS:**

..... does not like lots of people and movement around him.

..... is walking at all times in school using a walking frame. At times he will choose to walk with staff's support or completely independently (when in a good mood or wants something). He can get up and sit down on a chair independently.

..... is incontinent. He gets changed once a day unless he asks to get changed at different times. He will do that by pointing at his pad. See toileting profile.

**INTERACTION:**

..... likes his 1:1 to be **HIS** 1:1 and he gets jealous when his staff gets distracted.

..... has a great sense of humour and he likes to interact with adults doing different games. He likes sounds and will engage playing 'sound games' i.e. tapping songs, singing, smelling games (making different sounds after smelling different things).

He enjoys playing the keyboard and prefers to do it on his own.

..... is very expressive and it is easy to recognise by his facial expression when he is happy or sad or angry.

In class ..... has his own place to sit on and he likes sitting there, he will go there independently.

Staff to sit on his left side, and sit slightly behind .....

When sitting with everyone else leave 2 gaps on both sides.

In assemblies leave a gap on his side.

..... can see better with his left eye so take this into consideration when in lessons and when talking to him.

Students and adults to avoid shaking ..... 's hand.

**CALMING TECHNIQUES:**

..... responds well to the sign 'calm down/ relax' and he will do it. He needs time and space. .... likes to take control of his actions so give him the choice when possible, i.e. which way you want to go inside the class from taxi, what cup you want, etc... ..... usually becomes calm after his 3 mins ignoring time (as he doesn't like to be ignored).